

# Boys Republic High

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Boys Republic High
<b>Street</b>	1907 Boys Republic Dr.
<b>City, State, Zip</b>	Chino Hills, Ca, 91709
<b>Phone Number</b>	909-628-1217
<b>Principal</b>	Carl Hampton
<b>Email Address</b>	carl_hampton@chino.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	36676783631587

## 2022-23 District Contact Information

<b>District Name</b>	Chino Valley Unified School District
<b>Phone Number</b>	(909) 628-1201
<b>Superintendent</b>	Norm Enfield, Ed.D.
<b>Email Address</b>	Email: There is a common format for e-mail addresses for every district employee:
<b>District Website Address</b>	www.chino.k12.ca.us

## 2022-23 School Overview

Boys Republic High School is a small, comprehensive, four-year high school. The school campus is located within the boundaries of the Boys Republic 211 acre farm. The majority of the students attending the school live in one of the six adjacent dormitories, each of which houses about 25 students. Boys Republic has much tradition, charm, and atmosphere that enhances and augments the unique program created and designed to meet the individual needs of its student population.

Since its founding in 1907, Boys Republic has been busy making life better for its students. The courts, usually for family or disciplinary reasons, place most of the students in the program for problems or failures in school, in their family structure, or violations of the law or probation. Prior to placement, most students have failed even in the alternative high schools, have records of truancy, and average about two years below their expected grade levels where credits are a concern and most are far below basic in academic skills.

At Boys Republic we believe that every student must become a contributing member of society. They will most likely accomplish this by progressing toward self-reliance through gaining an education, self-respect, and being accountable for their own actions. "Nothing Without Labor" has been the Boys Republic motto since its earliest years.

The Institution of Boys Republic goals/philosophy are:

- Develop in each student a feeling of self-worth as a functioning contributing member of society.
- Develop respect for the law, for authority, and for the rights and property of others.
- Develop within each student acceptance of responsibility for their own behavior and the rewards and consequences resulting from behavior outside of acceptable norms.
- Develop essential educational skills in academic and technical areas, which will assist each student in meeting the ever-changing demands for employment and effective citizenship.
- Develop each student's ability to get along with others in the give-and-take relationships of the modern world.

At Boys Republic High School our vision and mission is to complement the vision and mission of the Institution of Boys Republic. Educational success is one of the components of any young man's placement goals at Boys Republic. To this end, the school in conjunction with Boys Republic has instituted the Student Learner Outcomes (SLO) to assist students in achieving both academic and placement success. In short, BRHS vision is to provide students with the necessary skills, knowledge, and confidence to be contributing members of society.

## 2022-23 School Overview

Our Mission at BRHS is to provide relevant education and develop the academic, vocational, and social skills essential to assist the youth we serve. We seek to cultivate the potential of each student by encouraging students' personal accomplishments and necessary changes. We strive to develop students to their full capacity to live self-directed lives as productive citizens.

Beliefs: Respect, Responsibility, Relationships, Integrity, Accountability.

1. All students will demonstrate appropriate citizenship while at Boys Republic and become contributing citizens in their own communities after graduation.
2. All students will live the Boys Republic motto, 'Nothing Without Labor' and take that work ethic with them into the job market.
3. Students will make progress toward becoming credit current, or become credit current, or graduate from high school, or pass the GED and or be prepared to enter the work force upon leaving Boys Republic with vocational skills.

Develop student paths that will lead to the student achieving a High School diploma and/or GED and/or vocational skills that will provide an adequate standard of living.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	5
Grade 11	14
Grade 12	25
Total Enrollment	47

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	0.0
Male	100.0
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	21.3
Filipino	2.1
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	12.8
English Learners	8.5
Foster Youth	87.2
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	89.4
Students with Disabilities	46.8

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.90	91.07	1103.10	90.57	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.40	0.69	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	33.50	2.75	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	5.76	13.30	1.10	12115.80	4.41
<b>Unknown</b>	0.30	3.09	59.50	4.89	18854.30	6.86
<b>Total Teaching Positions</b>	11.90	100.00	1218.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.80	98.91	1120.50	91.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.50	1.84	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	1.09	21.20	1.74	11953.10	4.28
<b>Unknown</b>	0.00	0.00	56.70	4.62	15831.90	5.67
<b>Total Teaching Positions</b>	11.90	100.00	1227.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.10
<b>Total Out-of-Field Teachers</b>	0.60	0.10

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 6, 2022, the Chino Valley Unified School District’s (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2022/2023-16 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in a foreign language and/or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2022/2023 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

\*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science and Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current History/Social Science and Science standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	9-12 Pearson: My Perspectives English Language Arts (Adopted: 2019) 12 Prentice Hall: An Introduction to Fiction, Poetry, and Drama, 9TH Edition English/Language Arts for grade 12 (Adopted: 2006) 9-12 California State University: Expository Reading and Writing 2, 2ND Edition (Adopted: 2013) 9-12 Houghton Mifflin; Read 180 (Adopted: 2011) 11 Bedford/Saint Martin's: The Language of Composition (Adopted: 2019)	Yes	0
<b>Mathematics</b>	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Glencoe; Elementary Statistics (Adopted: 2007) 9-12 Houghton Mifflin & Harcourt: PreCalculus with Limits (Adopted: 2009) 10-11 Pearson Prentice Hall: Pre-Calculus (Adopted: 2009) 11-12 South-Western Cengage Learning: Financial Algebra: Advanced Algebra with Financial Applications (Adopted: 2017) 9-12 California State University, Mathematical Reasoning with Connections (MRWC) (Adopted: 2019) 10-12 Bedford, Freeman, and Worth: Calculus for the AP Course (Adopted 2019) 11-12 Cengage Learning: Calculus for AP (Adopted 2019) 10-12 Pearson: Stats: Modeling the World, 5th Edition (Adopted 2019) 9-12 UC Davis Center for Integrated Computing and STEM Education (C-STEM); Learning Common Core Mathematics with C/C++ Interpreter Ch for Integrated Mathematics I (Adopted 2019)	Yes	0
<b>Science</b>	9-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008) 9-12 Pearson: Campbell Biology, AP Edition (Adopted: 2019) 9-12 Pearson: Physics, AP Edition (Adopted: 2019) 9-12 Carnegie: Chemistry, AP Edition (Adopted: 2019) 9-12 Pearson: Human Anatomy & Physiology (Adopted 2019) 9-12 Discovery Education, Inc.; Chemistry in the Earth System (Adopted 2022) 9-12 Savvas Learning Company, LLC.; Experience Biology The Living Earth (Adopted 2022) 9-12 Savvas Learning Company, LLC.; Experience Physics (Adopted 2022)	Yes	0
<b>History-Social Science</b>	9-12 Prentice Hall; World History: The Modern World (Adopted: 2007) 9-12 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 9-12 Bedford; American's History (Adopted: 2007) 9-12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 9-12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 9-12 Cengage; Western Civilization: Since 1300, Tenth Edition (Adopted: 2018)	Yes	0



	<p>9-12 Bedford, Freeman and Worth Publishing Group; America's History for the AP Course, Ninth Edition (Adopted: 2018)</p> <p>9-12 BFW/Worth Publishers; Krugman's Economics for AP, Second Edition (Adopted: 2018)</p> <p>12 Cengage Learning: Introduction to Comparative Politics: Political Challenges and Changing Agendas (Adopted 2019)</p> <p>12 Bedford, Freeman, and Worth: American Government: Stories of a Nation; for the AP Course (Adopted 2019)</p> <p>9-10 Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition (Adopted 2019)</p>		
<b>Foreign Language</b>	<p>9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2004)</p> <p>9-12 Wayside Publishing; Azulejo (Adopted: 2007)</p> <p>9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2004)</p> <p>9-12 Vista Higher Learning; Descubre 3 (Adopted: 2016)</p> <p>9-12 Vista Higher Learning; Temas, AP Spanish Language and Culture (Adopted: 2016)</p> <p>9-12 Houghton Mifflin Harcourt; Abriendo Puertas: Ampliando Perspectives (Adopted: 2016)</p> <p>9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2005)</p> <p>9-12 Vista Higher Learning; D'accord 3 (Adopted: 2016)</p> <p>9-12 Vista Higher Learning; Themes AP French Language and Culture (Adopted: 2016)</p> <p>9-12 Yale University Press; French in Action, Part 2 (Adopted: 2016)</p> <p>9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2004)</p> <p>9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007)</p> <p>9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007)</p> <p>9-12 EMC Publishing; LLC; Zhen Bang!, Chinese (Adopted: 2005)</p> <p>9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2004)</p> <p>9-12 The Japan Times; Genki: An Integrated Course in Elementary Japanese II (Adopted: 2016)</p> <p>9-12 DawnSignPress; Vista Signing Naturally, Level 2 and 3 (Adopted: 2016)</p> <p>9-12 Holt, Rinehart, and Winston; Nuevas Vistas Dos (Adopted 2004)</p>	Yes	0
<b>Health</b>	<p>9-12 Glencoe; Glencoe Health (Adopted: 2009)</p> <p>9-12 California Department of Education, California Department of Public Health, Federal Office of Adolescent Health, Positive Prevention PLUS, Sexual Health Education for California Youth (Adopted: 2019)</p>	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive.	Yes	0



## School Facility Conditions and Planned Improvements

A cornerstone of Boys Republic's approach to working with troubled teenagers is our insistence on involving students in the care and improvement of the facility that serves them — we take every opportunity to turn a project into a learning experience for our students. It's all about the kids. Two recent projects centering in Boys Republic's athletics fields offered our students an opportunity to collaborate with both Boys Republic physical plant staff and community volunteers.

The existing baseball field dugouts were in a state of disrepair; the design offered no protection from the elements. It was Lowe's Heroes Day at Boys Republic and eight employees from one of the company's local home improvement centers helped build footings for improved baseball field dugouts, designed by Boys Republic masonry students. Baldy View ROP and Roscoe's Famous Deli contributed toward building materials.

Visiting athletic teams, as well as car show guests and others, will now find a hospitable restroom, just adjacent to the football field. The smart-looking facility was inspired by plans borrowed from the City of Chino Hills; it attracted both financial and material support from Baldy View ROP, Roscoes Deli, and Lowe's Home Improvement Centers. It was constructed by Boys Republic physical plant staff and masonry students.

Grounds and maintenance personnel ensure that the physical plant is kept in a neat, clean, and safe condition. Boys Republic takes great pride in the natural beauty of our campus and goes to great lengths to keep our many trees and plants in a healthy, vibrant condition.

### Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	11	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	0	N/A	44	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11	9	81.82	18.18	--
<b>Female</b>	0	0	0.00	0.00	0.00
<b>Male</b>	11	9	81.82	18.18	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0.00	0.00	0.00
<b>Foster Youth</b>	11	9	81.82	18.18	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	11	9	81.82	18.18	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	12	10	83.33	16.67	--
<b>Female</b>	0	0	0.00	0.00	0.00
<b>Male</b>	12	10	83.33	16.67	--
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	0	0	0.00	0.00	0.00
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	11	9	81.82	18.18	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	11	9	81.82	18.18	--
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	0	NT	35.24	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	19	17	89.47	10.53	0
<b>Female</b>	0	0	0	0	0
<b>Male</b>	19	17	89.47	10.53	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	13	12	92.31	7.69	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	17	15	88.24	11.76	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	16	88.89	11.11	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.87
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	66.7	66.7	66.7	66.7	83.3

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

Every attempt is made to involve family members in the rehabilitation process and to bring about the reunification of the family. We consider the development of academic, vocational and social skills essential in assisting the youth we serve to return to the community as useful, productive citizens.



## 2022-23 Opportunities for Parental Involvement

Due to the severe trauma that has existed in the homes and communities of many of our students, emotional problems are evident with our students. These problems have left them with a greater degree of being “at risk” in the academic areas.

Boys Republic High School is a public school in a private setting. Students are placed at Boys Republic (treatment facility) by the juvenile court system throughout California. During their 6 to 12 month stay parents have lost all Parental Rights but not Educational Rights. Therefore, parents are kept informed regarding educational issues that can have an impact on their student.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		39.7	40.6		5.7	4		8.9	7.8
Graduation Rate		35.3	25		91.5	94		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	8	25.0
Female	0	0	0.0
Male	32	8	25.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	21	5	23.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	29	7	24.1
Homeless	--	--	--
Socioeconomically Disadvantaged	32	8	25.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	168	96	1	1.0
Female	0	0	0	0.0
Male	168	96	1	1.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	0	0	0.0
Black or African American	40	20	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	107	63	1	1.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	18	11	0	0.0
English Learners	33	15	0	0.0
Foster Youth	147	88	1	1.1
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	151	90	1	1.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	48	1	2.1

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.62	1.61	2.45
Expulsions	0.00	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.49	2.38	0.36	2.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0.00
Female	0.00	0.00
Male	2.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.03	0.00
Foster Youth	2.72	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.16	0.00

## 2022-23 School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2022, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	49		
Mathematics	3	35		
Science	3	17		
Social Science	2	40		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	38		
Mathematics	2	26		
Science	2	18		
Social Science	2	28		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	24		
Mathematics	2	24		
Science	3	13		
Social Science	2	30		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$34,443	\$8,455	\$25,987	\$90,302
<b>District</b>	N/A	N/A	\$9,647	\$88,458
<b>Percent Difference - School Site and District</b>	N/A	N/A	91.7	2.1
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	119.0	5.6

## 2021-22 Types of Services Funded

The District's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on [www.cvsd.k12.ca.us](http://www.cvsd.k12.ca.us)

Each school in the District receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.



## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,914	\$51,081
<b>Mid-Range Teacher Salary</b>	\$79,938	\$77,514
<b>Highest Teacher Salary</b>	\$106,608	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$123,494	\$133,421
<b>Average Principal Salary (Middle)</b>	\$124,556	\$138,594
<b>Average Principal Salary (High)</b>	\$139,243	\$153,392
<b>Superintendent Salary</b>	\$288,509	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Chino Valley Unified School District is committed to high-quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to the Essential Standards, Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities.

For the 2022-23 school year, the Areas of Emphasis are Student Engagement through Collaborative Communication and Professional Learning Communities. Student Engagement through Collaborative Communication includes preparing to engage, listening, engaging, and responding, and self-reflection. Professional Learning Communities address the following 4 description questions/student observables: (1) What do we want all students to learn?/Students are aware of the essential standards/learning targets/success criteria (2) How do we know if the students are learning it?/Students use rubrics, reflection sheets, success criteria, to self-assess their learning, and students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities (3) What will we do if the students are not learning it?/Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual) (4) What will we do when students have learned it?/Students participate in extension based on the mastery of learning targets.

Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users.

Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site-based PD offerings, and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches. Additionally, professional development is provided for new special education teachers covering areas such as compliance, development of Individualized Education Programs (IEPs), classroom management, and effective instructional strategies. The Special Education Department supports school site staff with Crisis Prevention Intervention (CPI) training regularly as well as options for trainings in areas such as Universal Design for Learning, Collaboration and Coteaching, Writing IEPs for Educational Benefit, and Special Education Training for Administrators. The Chino Valley Teacher Induction Program provides initial and on-going mentor training to its large quantity of in-house teacher-mentors and limited structured professional development for its induction teacher candidates. All mentors are provided one, 5-hour day of synchronous training, followed by five bi-monthly new mentor on-going support meetings, as well as alternating monthly mentor meetings, for a total of 15 hours of targeted mentor training. These mentor meetings provide coaching support for mentors to address the local need for teachers that are organized around supporting new teachers regarding social-emotional learning, promoting teacher self-awareness, providing positive behavioral supports for students, multi-tiered systems of support for students, and universal design for learning. Induction candidates are provided with three hours of targeted program support, fifteen hours of required self-selected professional development, and weekly, one-hour, mentor-facilitated opportunities for individual support with a focus on offering structured feedback and coaching as part of their induction program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>		3	2